



# MISSOURI SCHOOL IMPROVEMENT PROGRAM (MSIP 5)

**A presentation  
to the  
State Board of Education**

June 18, 2012  
Updated June 19, 2012 and  
August 17, 2012 – noted on  
individual slides

**Missouri Department  
of Elementary and Secondary Education**

# Why we're here!

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# MSIP 5 Policy Goals

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- Promote Continuous Improvement and Innovation
- Establish the State's Expectations
- Distinguish Performance of Schools and Districts
- Empower All Stakeholders



# MSIP 5 Performance Standards

1. **Academic Achievement** – The district administers assessments required by the Missouri Assessment Program (MAP) to measure academic achievement and demonstrates improvement in the performance of its students over time.
2. **Subgroup Achievement** – The district demonstrates required improvement in student performance for its subgroups.
3. **College and Career Readiness (K-12 only)** – The district provides adequate post-secondary preparation for all students.
3. **High School Readiness (K-8 only)** – The district provides adequate post-elementary preparation for all students.
4. **Attendance Rate** – The district ensures all students regularly attend school.
5. **Graduation Rate (K-12 only)** – The district ensures all students successfully complete high school.



# Regional Meetings – Intended Outcome of Missouri's Accountability System

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Identify Lowest 5% and Provide Drastic Intervention and Assistance	Ensure EVERY school is “Good Enough”	Ensure EVERY school Gets Better
0-1	3-1	18-1 Highest Priority
9-2 Second Priority	7-2	0-2
8-3 Third Priority	8-3 Third Priority	1-3



# Regional Meetings – Design Decisions

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Decision	Spread	$\leq 50\%$	50/50	$\geq 50\%$
Status	0-70	8	6	3
Growth	30-100	3	6	8

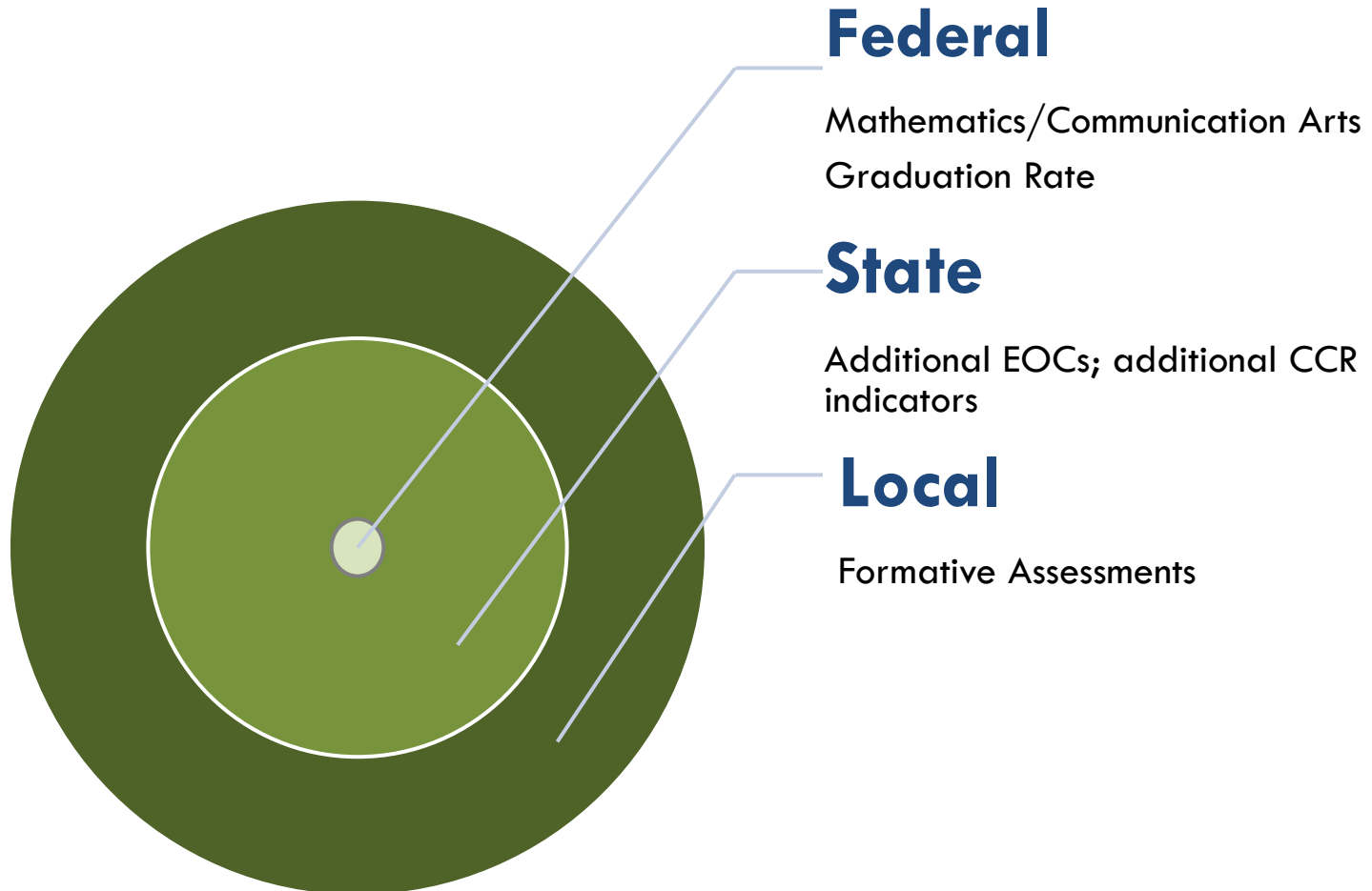
Decision	Spread	$\leq 50\%$	50/50	$\geq 50\%$
Differentiated	5-100	7	0	10
Standardized	0-95	10	0	7

Decision	Spread	$\leq 50\%$	50/50	$\geq 50\%$
Simple/Transparent	0-75	12	5	1
Complex/Precise	25-100	1	5	12

Decision	Spread	$\leq 50\%$	50/50	$\geq 50\%$
Focused Dept Resources	0-95	7	2	7
Dept Resources for All	5-100	7	2	7

# Aligned System of Accountability

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# Academic Achievement

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## □ Multiple Measures

	Status	Progress	Growth
Exceeds Target	16	12	12
On Target	12	6	6
Approaching Target	9	3	3
Below Target	0	0	0

- Apply Full Academic Year (FAY) for accountability; report all students
- Eliminate “grade span” and report at school/LEA configuration





# Academic Achievement - Status

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- ❑ Set Standardized Status Expectation for all districts
- ❑ Use 3 most recent years to calculate status
- ❑ Use an Index to calculate and add percent proficient for reporting

Achievement Level	Point Value
Below Basic	1
Basic	3
Proficient	4
Advanced	5



# Achievement Level Percentages

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CONTENT AREA	YEAR	TYPE	ACC	REP	LND	BB	%BB	B	%B	PROF	%P	ADV	%A
CA	2009	State Totals	469,810	468,609	1,201	34,488	7.4%	194,199	41.4%	166,349	35.5%	73,573	15.7%
CA	2010	State Totals	514,739	513,271	1,468	38,664	7.5%	198,468	38.7%	181,019	35.3%	95,120	18.5%
CA	2011	State Totals	516,742	514,461	2,281	36,852	7.2%	195,405	38.0%	180,275	35.0%	101,929	19.8%
Math	2009	State Totals	469,024	468,216	808	46,978	10.0%	193,410	41.3%	169,353	36.2%	58,475	12.5%
Math	2010	State Totals	524,330	523,258	1,072	49,771	9.5%	199,677	38.2%	195,324	37.3%	78,486	15.0%
Math	2011	State Totals	528,702	526,707	1,995	47,174	9.0%	194,880	37.0%	200,539	38.1%	84,114	16.0%
Science	2009	State Totals	199,403	198,796	607	25,837	13.0%	76,906	38.7%	73,316	36.9%	22,737	11.4%
Science	2010	State Totals	200,828	200,287	541	23,242	11.6%	73,964	36.9%	75,018	37.5%	28,063	14.0%
Science	2011	State Totals	204,530	202,721	1,809	22,554	11.1%	70,725	34.9%	76,114	37.5%	33,328	16.4%
Social Studies	2010	State Totals	94,306	93,937	369	19,779	21.1%	31,267	33.3%	30,343	32.3%	12,548	13.4%
Social Studies	2011	State Totals	98,148	96,714	1,434	14,783	15.3%	29,606	30.6%	39,052	40.4%	13,273	13.7%

# MAP Performance Index Calculation

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Achievement Level	Index Point Value		# of Students		Index points
Below Basic	1	*	25	=	25
Basic	3	*	35	=	105
Proficient	4	*	40	=	160
Advanced	5	*	30	=	150
Total Index Points					440

Total Index Points		Total # of Students				MPI
440	/	130	=	3.39	*100	339



# Academic Achievement - Status

12

Achievement Level	Index Point Value		# of Students		Index points
<b>Below Basic</b>	<b>1</b>	<b>x</b>	<b>25</b>	<b>=</b>	<b>25</b>
<b>Basic</b>	<b>3</b>	<b>x</b>	<b>35</b>	<b>=</b>	<b>105</b>
<b>Proficient</b>	<b>4</b>	<b>x</b>	<b>40</b>	<b>=</b>	<b>160</b>
<b>Advanced</b>	<b>5</b>	<b>x</b>	<b>30</b>	<b>=</b>	<b>150</b>
<b>Total Index Points</b>					<b>440</b>

Total Index Points		Total # of Students				MPI
<b>440</b>	<b>/</b>	<b>130</b>	<b>=</b>	<b>3.39</b>	<b>*100</b>	<b>339</b>

Year 1	Year 2	Year 3		3 year total		3 year average
<b>339.0</b>	<b>341.7</b>	<b>342.8</b>	<b>=</b>	<b>1,023.5</b>	<b>/ 3</b>	<b>341.2</b>



# Proposed Status Targets - Mathematics

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Year	Floor	Approaching	On Target	Exceeds
2012	100-299.9	300.0-355.7	355.8-392.7	392.8-500
2013	100-299.9	300.0-358.1	358.2-392.7	392.8-500
2014	100-299.9	300.0-360.5	360.6-392.7	392.8-500
2015	100-299.9	300.0-362.9	363.0-392.7	392.8-500
2016	100-299.9	300.0-365.3	365.4-392.7	392.8-500
2017	100-299.9	300.0-367.7	367.8-392.7	392.8-500
2018	100-299.9	300.0-370.1	370.2-392.7	392.8-500
2019	100-299.9	300.0-372.5	372.6-392.7	392.8-500
2020	100-299.9	300.0-374.9	375.0-392.7	392.8-500

**MPI (1,3,4,5) Proposed Targets for Status (Academic Achievement)**



# Proposed Status Targets - Communication Arts

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Year	Floor	Approaching	On Target	Exceeds
2012	100-299.9	300.0-362.2	362.3-385.6	385.7-500
2013	100-299.9	300.0-363.8	363.9-385.6	385.7-500
2014	100-299.9	300.0-365.4	365.5-385.6	385.7-500
2015	100-299.9	300.0-367.0	367.1-385.6	385.7-500
2016	100-299.9	300.0-368.6	368.7-385.6	385.7-500
2017	100-299.9	300.0- 370.1	370.2-385.6	385.7-500
2018	100-299.9	300.0-371.7	371.8-385.6	385.7-500
2019	100-299.9	300.0-373.3	373.4-385.6	385.7-500
2020	100-299.9	300.0-374.9	375.0-385.6	385.7-500

**MPI (1,3,4,5) Proposed Targets for Status (Academic Achievement)**



# Proposed Status Targets - Science

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Year	Floor	Approaching	On Target	Exceeds
2012	100-299.9	300.0-343.9	344.0-352.7	352.8-500
2013	100-299.9	300.0-344.6	344.7-352.7	352.8-500
2014	100-299.9	300.0-345.4	345.5-352.7	352.8-500
2015	100-299.9	300.0-346.1	346.2-352.7	352.8-500
2016	100-299.9	300.0-346.9	347.0-352.7	352.8-500
2017	100-299.9	300.0-347.6	347.7-352.7	352.8-500
2018	100-299.9	300.0-348.4	348.5-352.7	352.8-500
2019	100-299.9	300.0-349.1	349.2-352.7	352.8-500
2020	100-299.9	300.0-349.9	350.0-352.7	352.8-500

**MPI (1,3,4,5) Proposed Targets for Status (Academic Achievement)**



# Proposed Status Targets – Social Studies

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Year	Floor	Approaching	On Target	Exceeds
2012	100-299.9	300.0-346.1	346.2-374.9	375.0-500
2013	100-299.9	300.0-346.5	346.6-374.9	375.0-500
2014	100-299.9	300.0-347.0	347.1-374.9	375.0-500
2015	100-299.9	300.0-347.5	347.6-374.9	375.0-500
2016	100-299.9	300.0-348.0	348.1-374.9	375.0-500
2017	100-299.9	300.0-348.5	348.6-374.9	375.0-500
2018	100-299.9	300.0-348.9	349.0-374.9	375.0-500
2019	100-299.9	300.0-349.4	349.5-374.9	375.0-500
2020	100-299.9	300.0-349.9	350.0-374.9	375.0-500

**MPI (1,3,4,5) Proposed Targets for Status (Academic Achievement)**

Updated 6-19-12





# Proposed Status Targets – Additional EOCs

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Year	Floor	Approaching	On Target	Exceeds
2012	100-299.9	300.0-344.5	344.6-394.9	395.0-500
2013	100-299.9	300.0-348.3	348.4-394.9	395.0-500
2014	100-299.9	300.0-352.1	352.2-394.9	395.0-500
2015	100-299.9	300.0-355.9	356.0-394.9	395.0-500
2016	100-299.9	300.0-359.7	359.8-394.9	395.0-500
2017	100-299.9	300.0-363.5	363.6-394.9	395.0-500
2018	100-299.9	300.0-367.3	367.4-394.9	395.0-500
2019	100-299.9	300.0-371.1	371.2-394.9	395.0-500
2020	100-299.9	300.0-374.9	375.0-394.9	395.0-500

**MPI (1,3,4,5) Proposed Targets for Status (Academic Achievement)**

Updated 8-17-12



# Academic Achievement - Progress

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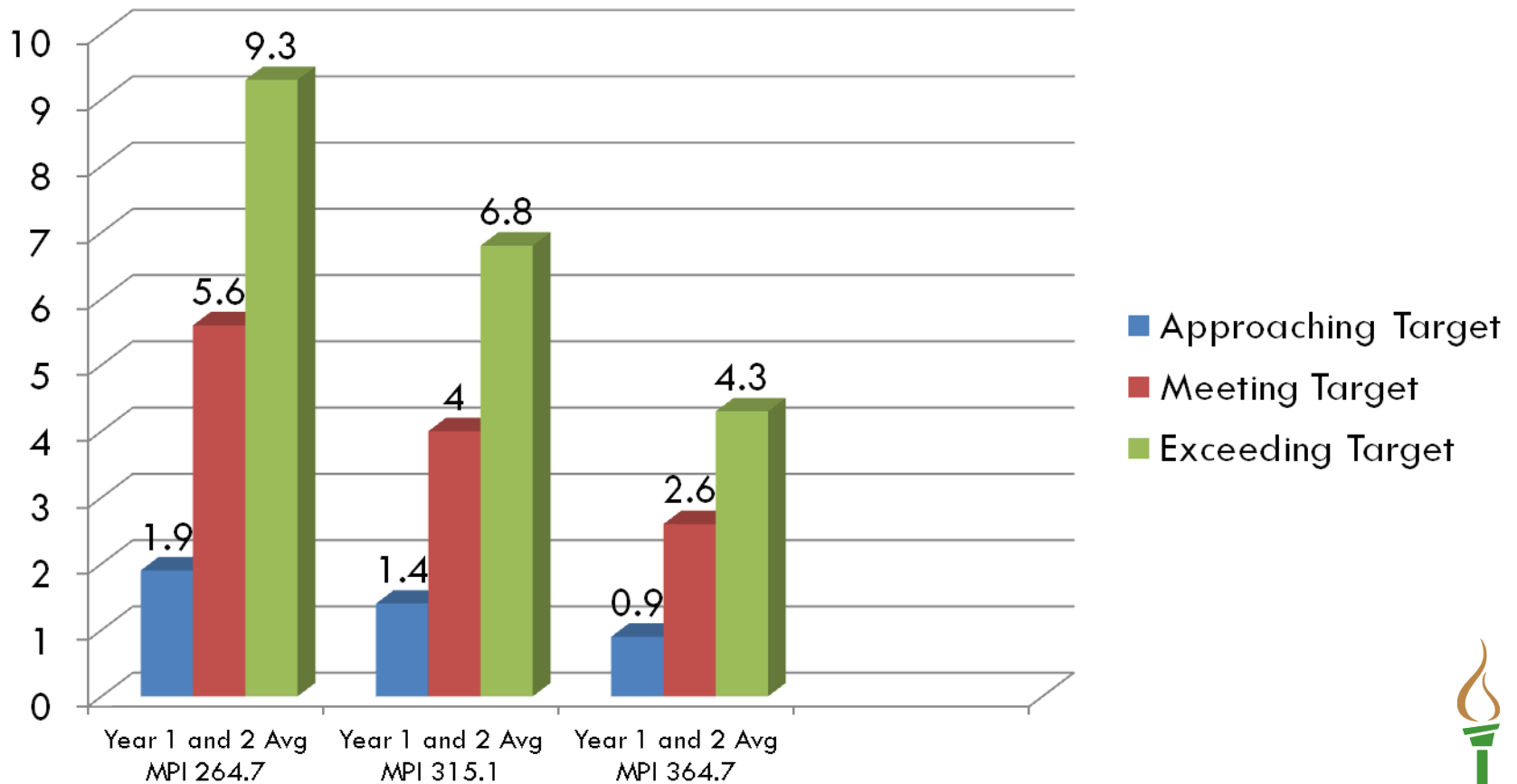
- Promote continuous improvement
- Allow for differentiated improvement targets
  - ▣ Use percentage gap reduction



# Progress – Differentiated Targets

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MPI



# Academic Achievement - Progress

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- Promote continuous improvement
- Use Rolling Average
  - ▣ Multiple Years of Data
  - ▣ Less Volatility



DISTRICT A	2009	2010	2011
CA	355.7	363.9	374.4

Constant MPI		2009 School MPI		MPI gap
450	-	355.7	=	94.3

	Prior Year MPI GAP			MPI Increase Needed
Exceeds	94.3	*5%	=	4.71
On Target	94.3	*3%	=	2.83
Approaching	94.3	*1%	=	0.94

2010 MPI		2009 School MPI		MPI GAIN
363.9	-	355.7	=	8.2
2011 MPI		2010 School MPI		MPI GAIN
374.4	-	363.9	=	10.5

DISTRICT B	2009	2010	2011
CA	358.1	346.6	365.3

Constant MPI		2010 School MPI		MPI gap
450	-	346.6	=	103.4

	Prior Year MPI GAP			MPI Increase Needed
Exceeds	103.4	*5%	=	5.17
On Target	103.4	*3%	=	3.10
Approaching	103.4	*1%	=	1.03

2010 MPI		2009 School MPI		MPI GAIN
346.6	-	358.1	=	-11.5
2011 MPI		2010 School MPI		MPI GAIN
365.3	-	346.6	=	18.7

	YEAR 1	YEAR 2	YEAR 3
<b>MPI</b>	<b>358.1</b>	<b>346.6</b>	<b>365.3</b>

- STEP 1 – Add the scores for Years 1 and 2 and divide by 2 to determine the average.  $(358.1 + 346.6) / 2 = 352.4$
- STEP 2 - The average MPI for Years 1 and 2 is subtracted from 450 to determine the MPI GAP.

Constant MPI		2011 School MPI		MPI gap
<b>450</b>	<b>-</b>	<b>352.4</b>	<b>=</b>	<b>97.6</b>



	YEAR 1	YEAR 2	YEAR 3
<b>MPI</b>	<b>358.1</b>	<b>346.6</b>	<b>365.3</b>

- STEP 3- The MPI gap is used *to establish progress targets* as determined by multiplying the MPI gap by the associated percentage, i.e. 5% for exceeding, 3% for on target, 1% for approaching.

	MPI GAP			MPI Increase Needed	Years 1 and 2 Avg MPI	Years 2 and 3 Avg Progress Target
<b>Exceeds</b>	<b>97.6</b>	<b>*5%</b>	<b>=</b>	<b>4.9</b>	<b>352.4</b>	<b>357.3-500</b>
<b>On Target</b>	<b>97.6</b>	<b>*3%</b>	<b>=</b>	<b>2.9</b>	<b>352.4</b>	<b>355.3-357.2</b>
<b>Approaching</b>	<b>97.6</b>	<b>*1%</b>	<b>=</b>	<b>1.0</b>	<b>352.4</b>	<b>353.4-355.2</b>





	YEAR 1	YEAR 2	YEAR 3
<b>MPI</b>	<b>358.1</b>	<b>346.6</b>	<b>365.3</b>

- STEP 4 – Add the scores for Years 2 and 3 and divide by 2 to determine the average.  $(346.6 + 365.3) / 2 = 356.0$
- STEP 5 - The LEA's Years 2 and 3 average MPI is used to determine if the LEA is exceeding, on target, or approaching the required MPI increase. In this example, Year 2 and 3 average MPI is 356.0, which means that it is designated as “on target” with the progress target.

	MPI GAP			MPI Increase Needed	Years 1 and 2 Avg MPI	Years 2 and 3 Avg Progress Target
<b>Exceeds</b>	<b>97.6</b>	<b>*5%</b>	<b>=</b>	<b>4.9</b>	<b>352.4</b>	<b>357.3-500</b>
<b>On Target</b>	<b>97.6</b>	<b>*3%</b>	<b>=</b>	<b>2.9</b>	<b>352.4</b>	<b>355.3-357.2</b>
<b>Approaching</b>	<b>97.6</b>	<b>*1%</b>	<b>=</b>	<b>1.0</b>	<b>352.4</b>	<b>353.4-355.2</b>

# ACADEMIC ACHIEVEMENT - GROWTH

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Growth Expectation (School and/or District)	Points
Exceeds	12
On-Target	6
Approaching	3
Floor	0



# Academic Achievement

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## □ Multiple Measures

	Status	Progress	Growth
Exceeding	16	12	12
On Target	12	6	6
Approaching	9	3	3
Floor	0	0	0



# Subgroup Achievement

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- Challenges Associated with NCLB Implementation
  - ▣ “All or nothing” approach
  - ▣ Distribution of subgroups among LEAs
    - Number of subgroups vary LEA to LEA
    - Minimum “n”
  - ▣ Duplicated Count



# Subgroup Achievement

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- Report all subgroups individually
  - ▣ Maintains focus on the performance of each child
  
- Apply accountability to a super subgroup
  - ▣ Allows for inclusion of students otherwise missed due to small “n” size
  - ▣ Eliminates duplicated count
  - ▣ Levels playing field among districts – accountability measured using one subgroup in each district



# Proficiency Rates by Subgroup

Subgroup	% Of State Population	CA 2009	CA 2010	CA 2011		Math 2009	Math 2010	Math 2011
Total	100%	51.2	53.6	54.6		47.6	52.7	54.2
Asian/Pacific Is	1.9%	61.7	65.6	65.0		64.8	70.5	72.0
Black	16.3%	29.7	32.0	32.7		21.2	23.0	29.0
Hispanic	4.3%	37.7	40.6	41.6		34.4	35.8	41.4
American In	0.5%	51.1	51.1	51.2		41.8	44.0	48.6
White	75.6%	56.6	59.0	60.1		52.8	53.6	58.3
Multi-Racial	1.3%	60.3	53.7	53.5		58.9	65.1	53.1
FRL	46.6%	36.3	39.4	40.5		31.8	33.3	38.9
IEP	12.5%	23.6	26.2	27.0		22.7	25.8	29.2
LEP	2.6%	24.7	25.2	23.2		28.4	28.6	31.4



# Super Subgroup Example

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Student	Total	Asian/ Pac Is	Black	Hispanic	Am In	White	Multi Racial	FRL	IEP	ELL
A	X					X				
B	X					X		X	X	
C	X		X							
D	X		X					X	X	
E	X			X				X	X	X
F	X	X								
G	X					X		X		
H	X					X				
I	X					X				
J	X						X			

Accountable Total	Accountable Super Subgroup
10 students (all)	5 students (B,C,D,E,G)



Sample of population. Minimum n must meet 30 for accountability determinations.

# Subgroup Achievement

32

## □ Multiple Measures

	Status	Progress	Growth
Exceeding	4	3	3
On Target	3	2	2
Approaching	2	1	1
Floor	0	0	0

- Super Subgroup Accountability: Unduplicated count of Black, Hispanic, FRL, IEP, ELL
- Subgroup Reporting: Total, Asian/Pacific Islander, Black, Hispanic, American Indian, White, Multi-Racial, FRL, IEP, ELL





# Proposed Super Subgroup Targets-Mathematics

33

Year	Floor	Approaching	On Target	Exceeds
2012	100-299.9	300.0- 329.8	329.9-392.7	392.8-500
2013	100-299.9	300.0-333.8	333.9-392.7	392.8-500
2014	100-299.9	300.0-337.7	337.8-392.7	392.8-500
2015	100-299.9	300.0-341.6	341.7-392.7	392.8-500
2016	100-299.9	300.0-346.5	346.6-392.7	392.8-500
2017	100-299.9	300.0-349.4	349.5-392.7	392.8-500
2018	100-299.9	300.0-353.4	353.5-392.7	392.8-500
2019	100-299.9	300.0-357.3	357.4-392.7	392.8-500
2020	100-299.9	300.0-361.2	361.3-392.7	392.8-500

**MPI (1,3,4,5) Proposed Targets for Status (Subgroup Achievement)**



# Proposed Super Subgroup Targets-Communication Arts

34

Year	Floor	Approaching	On Target	Exceeds
2012	100-299.9	300.0-335.6	335.7-385.6	385.7-500
2013	100-299.9	300.0-338.8	338.9-385.6	385.7-500
2014	100-299.9	300.0-341.9	342.0-385.6	385.7-500
2015	100-299.9	300.0-345.1	345.2-385.6	385.7-500
2016	100-299.9	300.0-348.2	348.3-385.6	385.7-500
2017	100-299.9	300.0-351.4	351.5-385.6	385.7-500
2018	100-299.9	300.0-354.5	354.6-385.6	385.7-500
2019	100-299.9	300.0-357.7	357.8-385.6	385.7-500
2020	100-299.9	300.0-360.8	360.9-385.6	385.7-500

**MPI (1,3,4,5) Proposed Targets for Status (Subgroup Achievement)**



# Proposed Super Subgroup Targets-Science

35

Year	Floor	Approaching	On Target	Exceeds
2012	100-299.9	300.0-308.4	308.5-352.7	352.8-500
2013	100-299.9	300.0-311.3	311.4-352.7	352.8-500
2014	100-299.9	300.0-314.1	314.2-352.7	352.8-500
2015	100-299.9	300.0-316.9	317.0-352.7	352.8-500
2016	100-299.9	300.0-319.8	319.9-352.7	352.8-500
2017	100-299.9	300.0-322.6	322.7-352.7	352.8-500
2018	100-299.9	300.0-325.5	325.6-352.7	352.8-500
2019	100-299.9	300.0-328.3	328.4-352.7	352.8-500
2020	100-299.9	300.0-331.1	331.2-352.7	352.8-500

**MPI (1,3,4,5) Proposed Targets for Status (Subgroup Achievement)**



Updated 6-19-12

# Proposed Super Subgroup Targets-Social Studies

36

Year	Floor	Approaching	On Target	Exceeds
2012	100-299.9	300.0-308.3	308.4-374.9	375.0-500
2013	100-299.9	300.0-311.0	311.1-374.9	375.0-500
2014	100-299.9	300.0-313.7	313.8-374.9	375.0-500
2015	100-299.9	300.0-316.4	316.5-374.9	375.0-500
2016	100-299.9	300.0-319.1	319.2-374.9	375.0-500
2017	100-299.9	300.0-321.8	321.9-374.9	375.0-500
2018	100-299.9	300.0-324.5	324.6-374.9	375.0-500
2019	100-299.9	300.0-327.2	327.3-374.9	375.0-500
2020	100-299.9	300.0-329.9	330.0-374.9	375.0-500

**MPI (1,3,4,5) Proposed Targets for Status (Subgroup Achievement)**



# Proposed Super Subgroup Targets-Additional EOCs

37

Year	Floor	Approaching	On Target	Exceeds
2012	100-299.9	300.0-310.7	310.8-394.9	395.0-500
2013	100-299.9	300.0-316.5	316.6-394.9	395.0-500
2014	100-299.9	300.0-322.3	322.4-394.9	395.0-500
2015	100-299.9	300.0-328.1	328.2-394.9	395.0-500
2016	100-299.9	300.0-333.9	334.0-394.9	395.0-500
2017	100-299.9	300.0-339.7	339.8-394.9	395.0-500
2018	100-299.9	300.0-345.8	345.6-394.9	395.0-500
2019	100-299.9	300.0-351.3	351.4-394.9	395.0-500
2020	100-299.9	300.0-357.2	357.2-394.9	395.0-500

**MPI (1,3,4,5) Proposed Targets for Status (Subgroup Achievement)**



### 3. (K-12 only) College and Career Readiness (CCR) – The district provides adequate post-secondary preparation for all students.

38

1. The percent of graduates who scored at or above the state standard on any department-approved measure(s) of college and career-readiness, for example, ACT®, SAT®, COMPASS® or Armed Services Vocational Aptitude Battery (ASVAB), meets or exceeds the state standard or demonstrates required improvement.
2. The district's average composite score(s) on any department-approved measure(s) of college and career readiness, for example, ACT®, SAT®, COMPASS® or Armed Services Vocational Aptitude Battery (ASVAB), meets or exceeds the state standard or demonstrate(s) required improvement.
3. The percent of graduates who participated in any department-approved measure(s) of college and career readiness, for example, ACT®, SAT®, COMPASS® or Armed Services Vocational Aptitude Battery (ASVAB), meets or exceeds the state standard or demonstrates required improvement.
4. The percent of graduates who earned a qualifying score on an Advanced Placement (AP), International Baccalaureate (IB), or Technical Skills Attainment (TSA) assessments and/or receive college credit through early college, dual enrollment, or approved dual credit courses meets or exceeds the state standard or demonstrates required improvement.
5. The percent of graduates who attend post-secondary education/training or are in the military within six (6) months of graduating meets the state standard or demonstrates required improvement.
6. The percent of graduates who complete career education programs approved by the department and are placed in occupations directly related to their training, continue their education, or are in the military within six (6) months of graduating meets the state standard or demonstrates required improvement,



# CCR \*1 - 6

39

- Graduate File
- Unduplicated Count
- Highest Score where applicable
- No Full Academic Year (FAY)



# CCR \*1-3 Status

40

*ACT	Weight
Less than 18	.25
18	.75
22	1.0
26	1.25

❑\* ACT® scores and approximately equivalent scores derived from other assessments must be equal to or greater than the ACT® anchor score in order to be included in the number of students scoring at or above the state standard.





# CCR \*1-3 Status

41

SAT (Crit. Reading + Math)	Weight
Less than 870	.25
870	.75
990	1.0
1190	1.25



# CCR \*1-3 Status

42

COMPASS (Algebra and/or Reading)	Weight
Less than 66 (Alg.) / 81 (Reading)	.25
66 (Algebra) <u>OR</u> 81 (Reading)	.75
66 (Algebra) <u>AND</u> 81 (Reading)	1.0
N/A	1.25



# CCR \*1-3 Status

43

ASVAB	Weight
TBD	.25
TBD	.75
TBD	1.0
TBD	1.25



# CCR \*1-3 Status

44

- STEP 1- Determine the number of students scoring at or above the state standard and multiply by associated point value.

	No. of Graduates		Points	Points Earned
No Score	19	x	0	0
< *18	24	x	.25	6.0
*18 to $\leq$ 21.9	46	x	.75	34.5
*22 to $\leq$ 25.9	37	x	1.0	37.0
$\geq$ *26	24	x	1.25	30.0
Total	150			107.5

**\* ACT® scores and approximately equivalent scores derived from other assessments must be equal to or greater than the ACT® anchor score in order to be included in the number of students scoring at or above the state standard.**

# CCR \*1-3 Status

45

- STEP 2- Divide the number of points earned by the number of graduates and multiply by 100.

Points earned		No. of Graduates				Percent
107.5	/	150	=	.717	x 100	71.7%

- Add the scores for Years 1, 2 and 3 and divide by 3 to determine the status.  $(58.9 + 63.2 + 71.7) / 3 = 64.6$

Year 1	Year 2	Year 3		3 year total		3 year average
58.9	63.2	71.7	=	193.8	/ 3	64.6



# CCR \*1-3 Progress – Rolling Average

46

	YEAR 1	YEAR 2	YEAR 3
Percent	58.9	63.2	71.7

- STEP 1 – Add the scores for Years 1 and 2 and divide by 2 to determine the average.  $(58.9 + 63.2) / 2 = 61.1$
- STEP 2 - The average for Years 1 and 2 is subtracted from 100 to determine the CCR\*1-3 GAP.

Constant		Year 1 and 2 average		gap
100	-	61.1	=	38.9



# CCR \*1-3 Progress – Rolling Average

47

	YEAR 1	YEAR 2	YEAR 3
<b>Percent</b>	<b>58.9</b>	<b>63.2</b>	<b>71.7</b>

- STEP 3- The CCR\*1-3 Gap is used *to establish progress targets* as determined by multiplying the gap by the associated percentage, i.e. 25% for exceeding, 15% for on target, 5% for approaching.

	CCR *1-3 GAP			Percent Increase Needed	Years 1 and 2 Avg	Years 2 and 3 Avg Progress Target
<b>Exceeds</b>	<b>38.9</b>	<b>*25%</b>	<b>=</b>	<b>9.7</b>	<b>61.1</b>	<b>70.8-100</b>
<b>On Target</b>	<b>38.9</b>	<b>*15%</b>	<b>=</b>	<b>5.8</b>	<b>61.1</b>	<b>66.9-70.7</b>
<b>Approaching</b>	<b>38.9</b>	<b>*5%</b>	<b>=</b>	<b>1.9</b>	<b>61.1</b>	<b>63.0-66.8</b>

# CCR \*1-3 Progress – Rolling Average

48

	YEAR 1	YEAR 2	YEAR 3
<b>Percent</b>	<b>58.9</b>	<b>63.2</b>	<b>71.7</b>

- STEP 4 – Add the scores for Years 2 and 3 and divide by 2 to determine the average.  $(63.2 + 71.7) / 2 = 67.5$
- STEP 5 - The LEA's Years 2 and 3 average is used to determine if the LEA is exceeding, on target, or approaching the required increase. In this example, Year 2 and 3 average is 67.5, which means that it designated as “on target” with the progress target.

	CCR *1-3 GAP			Percent Increase Needed	Years 1 and 2 Avg	Years 2 and 3 Avg Progress Target
<b>Exceeds</b>	<b>38.9</b>	<b>*25%</b>	<b>=</b>	<b>9.7</b>	<b>61.1</b>	<b>70.8-100</b>
<b>On Target</b>	<b>38.9</b>	<b>*15%</b>	<b>=</b>	<b>5.8</b>	<b>61.1</b>	<b>66.9-70.7</b>
<b>Approaching</b>	<b>38.9</b>	<b>*5%</b>	<b>=</b>	<b>1.9</b>	<b>61.1</b>	<b>63.0-66.8</b>



# CCR \*4 Status

49

	Qualifying Score
<b>AP (any)</b>	<b>3 or higher</b>
<b>IB (any)</b>	<b>4 or higher</b>
<b>TSA (approved)</b>	<b>Pass</b>
<b>Early College</b>	<b>College credit</b>
<b>Dual Enrollment</b>	<b>College credit</b>
<b>Dual Credit (approved)</b>	<b>College credit</b>



# CCR \*4 Status

50

- STEP 1- Determine the number of students with a qualifying score on any of the approved options and multiply by associated point value.

	No. of Graduates		Points	Points Earned
With a Qualifying Score	73	x	1.0	73
Without a Qualifying Score	77	x	0	0
Total	150	x		73

- STEP 2- Divide the number of points earned by the number of graduates and multiply by 100.

Points earned		No. of Graduates				Percent
73	/	150	=	.717	x 100	48.7%



# CCR \*4 Status

51

- Add the scores for Years 1, 2 and 3 and divide by 3 to determine the status.  $(58.9 + 63.2 + 48.7) / 3 = 56.9$

Year 1	Year 2	Year 3		3 year total		3 year average
58.9	63.2	48.7	=	170.8	/ 3	56.9



# CCR \*4 Progress – Rolling Average

52

	YEAR 1	YEAR 2	YEAR 3
Percent	58.9	63.2	48.7

- STEP 1 – Add the scores for Years 1 and 2 and divide by 2 to determine the average.  $(58.9 + 63.2) / 2 = 61.1$
- STEP 2 - The average for Years 1 and 2 is subtracted from 100 to determine the CCR\*4 GAP.

Constant		Year 1 and 2 average		CCR*4 gap
100	-	61.1	=	38.9

Updated 8-17-12



# CCR \*4 Progress – Rolling Average

53

	YEAR 1	YEAR 2	YEAR 3
<b>Percent</b>	<b>58.9</b>	<b>63.2</b>	<b>48.7</b>

- STEP 3- The CCR\*4 Gap is used *to establish progress targets* as determined by multiplying the gap by the associated percentage, i.e. 25% for exceeding, 15% for on target, 5% for approaching.

	CCR *4 GAP			Percent Increase Needed	Years 1 and 2 Avg	Years 2 and 3 Avg Progress Target
<b>Exceeds</b>	<b>38.9</b>	<b>*25%</b>	<b>=</b>	<b>9.7</b>	<b>61.1</b>	<b>70.8-100</b>
<b>On Target</b>	<b>38.9</b>	<b>*15%</b>	<b>=</b>	<b>5.8</b>	<b>61.1</b>	<b>66.9-70.7</b>
<b>Approaching</b>	<b>38.9</b>	<b>*5%</b>	<b>=</b>	<b>1.9</b>	<b>61.1</b>	<b>63.0-66.8</b>

# CCR \*4 Progress – Rolling Average

54

	YEAR 1	YEAR 2	YEAR 3
<b>Percent</b>	<b>58.9</b>	<b>63.2</b>	<b>48.7</b>

- STEP 4 – Add the scores for Years 2 and 3 and divide by 2 to determine the average.  $(63.2 + 48.7) / 2 = 56.0$
- STEP 5 - The LEA's Years 2 and 3 average is used to determine if the LEA is exceeding, on target, or approaching the required increase. In this example, Year 2 and 3 average is 56.0, which means that it will not earn points for the CCR\*4 progress target.

	CCR *4 GAP			Percent Increase Needed	Years 1 and 2 Avg	Years 2 and 3 Avg Progress Target
<b>Exceeds</b>	<b>38.9</b>	<b>*25%</b>	<b>=</b>	<b>9.7</b>	<b>61.1</b>	<b>70.8-100</b>
<b>On Target</b>	<b>38.9</b>	<b>*15%</b>	<b>=</b>	<b>5.8</b>	<b>61.1</b>	<b>66.9-70.7</b>
<b>Approaching</b>	<b>38.9</b>	<b>*5%</b>	<b>=</b>	<b>1.9</b>	<b>61.1</b>	<b>63.0-66.8</b>

# CCR \*5-6 Status

55

STEP 1- Determine the number of students with recognized post-secondary placement and multiply by associated point value.

	No. Grads	X Points	
Number of Graduates who attend post-secondary education	147	1.0	147
Number of Graduates who attend post-secondary training	118	1.0	118
Number of Graduates who are in the military	17	1.0	17
Number of Graduates who complete a Department-approved Career Education Program and are placed in an occupation directly related to their training	57	1.0	57
Number of Graduates Without recognized placement	46	0.0	0
Total	385	0.0	339

# CCR \*5-6 Status

56

- STEP 2- Divide the number of points earned by the number of graduates and multiply by 100

Points earned		No. of Graduates				Percent
339	/	385	=	.881	x 100	88.1%





# CCR \*5-6 Status

57

- Add the scores for Years 1, 2 and 3 and divide by 3 to determine the status.  $(85.0 + 93.2 + 88.1) / 3 = 88.8$

Year 1	Year 2	Year 3		3 year total		3 year average
85.0	93.2	88.1	=	266.3	/ 3	88.8



# CCR \*5-6 Progress – Rolling Average

58

	YEAR 1	YEAR 2	YEAR 3
Percent	85.0	93.2	88.1

- STEP 1 – Add the scores for Years 1 and 2 and divide by 2 to determine the average.  $(85.0 + 93.2) / 2 = 89.1$
- STEP 2 - The average for Years 1 and 2 is subtracted from 100 to determine the CCR\*5-6 GAP.

Constant		Year 1 and 2 average		gap
100	-	89.1	=	9.9



# CCR \*5-6 Progress – Rolling Average

59

	YEAR 1	YEAR 2	YEAR 3
Percent	85.0	93.2	88.1

- STEP 3- The CCR\*5-6 Gap is used *to establish progress targets* as determined by multiplying the gap by the associated percentage, i.e. 25% for exceeding, 15% for on target, 5% for approaching.

	CCR *5-6 GAP			Percent Increase Needed	Years 1 and 2 Avg	Years 2 and 3 Avg Progress Target
Exceeds	9.9	*25%	=	2.5	89.1	91.6-100
On Target	9.9	*15%	=	1.5	89.1	90.6-91.5
Approaching	9.9	*5%	=	0.5	89.1	89.6-90.5

# CCR \*5-6 Progress – Rolling Average

60

	YEAR 1	YEAR 2	YEAR 3
<b>Percent</b>	<b>85.0</b>	<b>93.2</b>	<b>88.1</b>

- STEP 4 – Add the scores for Years 2 and 3 and divide by 2 to determine the average.  $(93.2 + 88.1) / 2 = 90.7$
- STEP 5 - The LEA's Years 2 and 3 average is used to determine if the LEA is exceeding, on target, or approaching the required increase. In this example, Year 2 and 3 average is 90.7, which means that the LEA is “on target” with its progress target.

	CCR *5-6 GAP			Percent Increase Needed	Years 1 and 2 Avg	Years 2 and 3 Avg Progress Target
<b>Exceeds</b>	<b>9.9</b>	<b>*25%</b>	<b>=</b>	<b>2.5</b>	<b>89.1</b>	<b>91.6-100</b>
<b>On Target</b>	<b>9.9</b>	<b>*15%</b>	<b>=</b>	<b>1.5</b>	<b>89.1</b>	<b>90.6-91.5</b>
<b>Approaching</b>	<b>9.9</b>	<b>*5%</b>	<b>=</b>	<b>0.5</b>	<b>89.1</b>	<b>89.6-90.5</b>

# College and Career Readiness

61

	CCR Readiness *1-3 (ACT, SAT, COMPASS, ASVAB)	CCR Readiness *4 (AP, IB, TSA, Dual Credit, Dual Enrollment)	CCR Readiness *5-6 (post-secondary placement)
Status	Exceeds = 10 On Target =7.5 Approaching =6 Floor =0	Exceeds = 10 On Target =7.5 Approaching =6 Floor =0	Exceeds = 10 On Target =7.5 Approaching =6 Floor =0
Progress Target	Exceeds = 7.5 On Target = 4 Approaching = 2 Floor = 0	Exceeds = 7.5 On Target = 4 Approaching = 2 Floor = 0	Exceeds = 7.5 On Target = 4 Approaching = 2 Floor = 0

**3. (K-8 only) High School Readiness (HSR) – The district provides adequate post-elementary preparation for all students.**

62

1. The percent of students who earn a proficient score on one (1) or more of the high school end-of-course assessments while in elementary school meets or exceeds the state standard or demonstrates required improvement.



# HSR \*1

63

- ❑ MOSIS Student Core File
- ❑ Unduplicated Count
- ❑ Any MAP end-of-course Proficient or Advanced score



# HSR \*1 Status

64

- STEP 1- Determine the number of students with a qualifying score on any of end of course assessments and multiply by associated point value.

	No. of Graduates		Points	Points Earned
With a Qualifying Score	12	x	1.0	12
Without a Qualifying Score	51	x	0	0
Total	63	x		12

- STEP 2- Divide the number of points earned by the number of grade 8 students and multiply by 100.

Points earned		No. of Graduates				Percent
12	/	63	=	.190	x 100	19.0%





# HSR \*1 Status

65

- Add the scores for Years 1, 2 and 3 and divide by 3 to determine the status.  $(0.0 + 9.0 + 19.0) / 3 = 9.3$

Year 1	Year 2	Year 3		3 year total		3 year average
0.0	9.0	19.0	=	28.0	/ 3	9.3



# HSR \*1 Progress – Rolling Average

66

	YEAR 1	YEAR 2	YEAR 3
Percent	0.0	9.0	19.0

- STEP 1 – Add the scores for Years 1 and 2 and divide by 2 to determine the average.  $(0.0 + 9.0) / 2 = 4.5$
- STEP 2 - The average for Years 1 and 2 is subtracted from 50 to determine the HSR\*1 GAP.

Constant		Year 1 and 2 average		gap
50	-	4.5	=	45.5



# HSR \*1 Progress – Rolling Average

67

	YEAR 1	YEAR 2	YEAR 3
Percent	0.0	9.0	19.0

- STEP 3- The HSR\*1 Gap is used *to establish progress targets* as determined by multiplying the gap by the associated percentage, i.e. 25% for exceeding, 15% for on target, 5% for approaching.

	HSR *1 GAP			Percent Increase Needed	Years 1 and 2 Avg	Years 2 and 3 Avg Progress Target
Exceeds	45.5	*25%	=	11.4	4.5	15.9-100
On Target	45.5	*15%	=	6.8	4.5	11.3-15.8
Approaching	45.5	*5%	=	2.3	4.5	6.8 -11.2

# HSR \*1 Progress – Rolling Average

68

	YEAR 1	YEAR 2	YEAR 3
<b>Percent</b>	<b>0.0</b>	<b>9.0</b>	<b>19.0</b>

- STEP 4 – Add the scores for Years 2 and 3 and divide by 2 to determine the average.  $(9.0 + 19.0) / 2 = 14.0$
- STEP 5 - The LEA's Years 2 and 3 average is used to determine if the LEA is exceeding, on target, or approaching the required increase. In this example, Year 2 and 3 average is 14.0, which means that it is “on target” with its progress target.

	HSR *1 GAP			Percent Increase Needed	Years 1 and 2 Avg	Years 2 and 3 Avg Progress Target
<b>Exceeds</b>	<b>95.5</b>	<b>*25%</b>	<b>=</b>	<b>23.9</b>	<b>4.5</b>	<b>28.4-100</b>
<b>On Target</b>	<b>95.5</b>	<b>*15%</b>	<b>=</b>	<b>14.3</b>	<b>4.5</b>	<b>18.8-28.3</b>
<b>Approaching</b>	<b>95.5</b>	<b>*5%</b>	<b>=</b>	<b>4.8</b>	<b>4.5</b>	<b>9.3-18.7</b>

# HSR \*1

69

- Use multiple years with Grade 8 “n” less than 30
- Address teacher certification issues
- Provide guidance on options, i.e. virtual education



# 2011 Algebra I prior to HS

70

STUDENT GRADE	BB	BAS	PROF	ADV	REPORTABLE	B2%	T2%
FOURTH GRADE				2	2	0.0	<b>100.0</b>
FIFTH GRADE				5	5	0.0	<b>100.0</b>
SIXTH GRADE			4	44	48	0.0	<b>100.0</b>
SEVENTH GRADE	1	14	138	415	568	2.6	<b>97.4</b>
EIGHTH GRADE	113	1131	6019	6389	13652	9.1	<b>90.9</b>



# High School Readiness

71

	HSR Readiness *1
Status	Exceeds = 10 On Target = 7.5 Approaching = 6 Floor = 0
Progress Target	Exceeds = 7.5 On Target = 4 Approaching = 2 Floor = 0



# Attendance

72

- Hours of attendance and hours of absence for EACH student is reported on the MOSIS Enrollment file.
- Attendance hours + hours of absence = HOURS POSSIBLE.
- $\text{Hours of attendance} / \text{Hours possible} * 100 = \text{Individual Student Attendance Rate}$





# Attendance Status

73

- STEP 1- Determine the number of students with qualifying attendance and multiply by associated point value.

	No. of Students		Points	Points Earned
With Attendance Rate < 90%	30	x	0	0
With Attendance Rate $\geq$ 90%	240	x	1.0	240
Total	270	x		240

- STEP 2- Divide the number of points earned by the number of students and multiply by 100.

Points earned		No. of Students				Percent
240	/	270	=	.888	x 100	88.8%



# Attendance Status

74

- Add the scores for Years 1, 2 and 3 and divide by 3 to determine the status.  $(85.9 + 91.0 + 88.8) / 3 = 88.6$

Year 1	Year 2	Year 3		3 year total		3 year average
85.9	91.0	88.8	=	265.7	/ 3	88.6



# Attendance Progress – Rolling Average

75

	YEAR 1	YEAR 2	YEAR 3
Percent	85.9	91.0	88.8

- STEP 1 – Add the scores for Years 1 and 2 and divide by 2 to determine the average.  $(85.9 + 91.0) / 2 = 88.5$



# Attendance Progress – Rolling Average

76

- STEP 2- The Year 1 and Year 2 average is used *to establish progress targets* as determined by increasing the rate by the associated percentage, i.e. 3% for exceeding, 2% for on target, 1% for approaching.

	Years 1 and 2 Avg	Percent Increase Needed	Years 2 and 3 Avg Progress Target
<b>Exceeds</b>	<b>88.5</b>	<b>3.0</b>	<b>91.5-100</b>
<b>On Target</b>	<b>88.5</b>	<b>2.0</b>	<b>90.5-91.4</b>
<b>Approaching</b>	<b>88.5</b>	<b>1.0</b>	<b>89.5 -90.4</b>



# Attendance Progress – Rolling Average

77

	YEAR 1	YEAR 2	YEAR 3
Percent	87.9	91.0	88.8

- STEP 3 – Add the scores for Years 2 and 3 and divide by 2 to determine the average.  $(91.0 + 88.8) / 2 = 89.9$



# Attendance

78

	Attendance
Status	Exceeds = 10 On Target = 7.5 Approaching = 6 Floor = 0
Progress Target	Exceeds = 7.5 On Target = 4 Approaching = 2 Floor = 0



# Graduation Rate

79

- **Five Year Adjusted Cohort Rate for accountability**
- **Four Year Adjusted Cohort for reporting**



# Graduation Rate Status

80

- Add the scores for Years 1, 2 and 3 and divide by 3 to determine the status.  $(75.9 + 78.8 + 83.4) / 3 = 79.4$

Year 1	Year 2	Year 3		3 year total		3 year average
75.9	78.8	83.4	=	238.1	/ 3	79.4

## Graduation Rate – Status 3 year average

Exceeds	92% – 100%
On Target	82% – 91.9%
Approaching	72% – 81.9%





# Graduation Rate Progress

81

Status is used *to establish progress targets* as determined by increasing the rate by the associated percentage. In this example, the district is “Approaching” its Status Target and the Progress targets would be set at 2% for exceeding, 4% for on target, 6% for approaching.

If Status = Floor		If Status = Approaching		If Status = On Target Or Exceeding	
Exceeds	9%	Exceeds	6%	Exceeds	3%
On Target	6%	On Target	4%	On Target	2%
Approaching	3%	Approaching	2%	Approaching	1%



Updated 6-19-12

# Graduation Rate Progress – Rolling Average

82

	YEAR 1	YEAR 2	YEAR 3
Percent	75.9	78.8	83.4

- STEP 1 – Add the scores for Years 1 and 2 and divide by 2 to determine the average.  $(75.9 + 78.8) / 2 = 77.4$



# Graduation Rate Progress – Rolling Average

83

- STEP 2- The Year 1 and Year 2 average is used *to establish progress targets* as determined by increasing the rate by the associated percentage, i.e. 6% for exceeding, 4% for on target, 2% for approaching.

	Years 1 and 2 Avg	Percent Increase Needed	Years 2 and 3 Avg Progress Target
<b>Exceeds</b>	<b>77.4</b>	<b>6.0</b>	<b>83.4-100</b>
<b>On Target</b>	<b>77.4</b>	<b>4.0</b>	<b>81.4-83.3</b>
<b>Approaching</b>	<b>77.4</b>	<b>2.0</b>	<b>79.4 -81.3</b>



# Graduation Rate Progress – Rolling Average

84

	YEAR 1	YEAR 2	YEAR 3
Percent	75.9	78.8	83.4

- STEP 3 – Add the scores for Years 2 and 3 and divide by 2 to determine the average.  $(78.8 + 83.4) / 2 = 81.1$
- STEP 4 - The LEA's Years 2 and 3 average is used to determine if the LEA is exceeding, on target, or approaching the required increase. In this example, Year 2 and 3 average is 81.1, which means that it is “approaching” its progress target.



Academic Achievement	CA	Mathematics	Science	Social Studies	Additional EOCs	Risk Factors	Exemplars
Status	Exceeds = 16 On Target =12 Approach =9 Floor =0	Exceeds = 16 On Target =12 Approach =9 Floor =0	Exceeds = 16 On Target =12 Approach =9 Floor =0	Exceeds = 8 On Target = 6 Approach =5 Floor =0	Exceeds = 8 On Target = 6 Approach =5 Floor =0		
Progress	Exceeds = 12 On Target =6 Approach =3 Floor =0	Exceeds = 12 On Target =6 Approach =3 Floor =0	Exceeds = 12 On Target =6 Approach =3 Floor =0	Exceeds = 6 On Target =3 Approach =1.5 Floor =0	Exceeds = 6 On Target =3 Approach =1.5 Floor =0		
Growth	Exceeds = 12 On Target =6 Approach =3 Floor =0	Exceeds = 12 On Target =6 Approach=3 Floor =0					
Points Possible	16	16	16	8	8		
Subgroup Achievement	CA	Mathematics	Science	Social Studies	Additional EOCs	Risk Factors	Exemplars
Status	Exceeds = 4 On Target =3 Approach =2 Floor =0	Exceeds = 4 On Target =3 Approach =2 Floor =0	Exceeds = 4 On Target =3 Approach =2 Floor =0	Exceeds = 2 On Target =1.5 Approach =1 Floor =0	Exceeds = 2 On Target =1.5 Approach =1 Floor =0		
Progress	Exceeds = 3 On Target =2 Approach =1 Floor =0	Exceeds = 3 On Target =2 Approach =1 Floor =0	Exceeds = 3 On Target =2 Approach =1 Floor =0	Exceeds = 1.5 On Target =1 Approach =.5 Floor =0	Exceeds = 1.5 On Target =1 Approach =.5 Floor =0		
Growth	Exceeds = 3 On Target =2 Approach =1 Floor =0	Exceeds = 3 On Target =2 Approach =1 Floor =0					
Points Possible	4	4	4	2	2		

CCR	*1-3	*4	*5-6			Risk Factors	Exemplars
Status	Exceeds = 10 On Target = 7.5 Approach = 6 Floor = 0	Exceeds = 10 On Target =7.5 Approach = 6 Floor =0	Exceeds = 10 On Target = 7.5 Approach = 6 Floor =0				
Progress	Exceeds = 7.5 On Target = 4 Approach = 2 Floor = 0	Exceeds = 7.5 On Target = 4 Approach =2 Floor =0	Exceeds = 7.5 On Target = 4 Approach =2 Floor =0				
Points Possible	10	10	10				
Attendance						Risk Factors	Exemplars
Status	Exceeds = 10 On Target = 7.5 Approach =6 Floor = 0						
Progress	Exceeds = 7.5 On Target =4 Approach = 2 Floor = 0						
Points Possible	10						
Graduation	4-5 Year Rate	State				Risk Factors	Exemplars
Status	Exceeds = 20 On Target = 15 Approach = 12 Floor = 0	Exceeds = 10 On Target = 7.5 Approach = 6 Floor = 0					
Progress	Exceeds = 15 On Target = 8 Approach = 4 Floor = 0	Exceeds = 7.5 On Target = 4 Approach = 2 Floor = 0					
	20	10					

# Sample Annual Performance Report

## (K-12)

Standard	Points POSSIBLE	District Score	Risk Factors	Exemplar Flags
Academic Achievement	64			
Subgroup Achievement	16			
College and Career Readiness	30			
Attendance	10			
Graduation Rate	30			
Total Points Possible	150			

# Sample Annual Performance Report

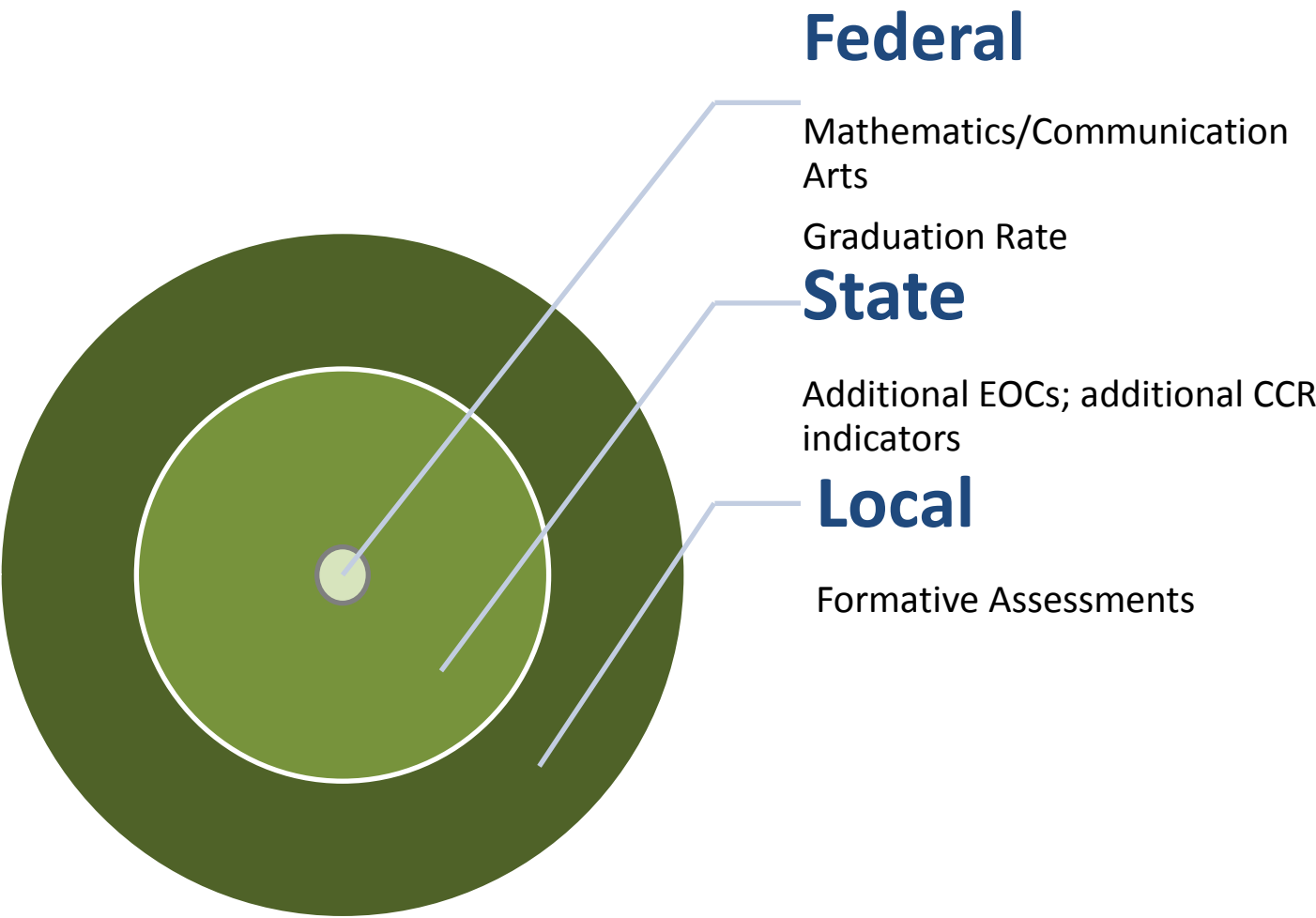
## (K-8)

Standard	Points POSSIBLE	District Score	Risk Factors	Exemplar Flags
Academic Achievement	48			
Subgroup Achievement	12			
High School Readiness	10			
Attendance	10			
Total Points Possible	80			





# Aligned System of Accountability



K-12 sample	Core Score Points POSSIBLE	Additional State Indicators Points POSSIBLE	Total Points POSSIBLE
Academic Achievement	32	32	64
Subgroup Achievement	08	08	16
College and Career Readiness	—	30	30
Attendance Rate	—	10	10
Graduation Rate	20	10	30
Total	60	90	150



K-8 sample	Core Score Points POSSIBLE	Additional State Indicators Points POSSIBLE	Total Points POSSIBLE
Academic Achievement	32	16	48
Subgroup Achievement	8	4	12
High School Readiness	—	10	10
Attendance Rate	—	10	10
Total	40	40	80



# Accreditation Levels

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- Accredited With Distinction  $\geq 90\%$  of points + other criteria as determined
- Accredited  $\geq 70\%$  of points
- Provisional  $\geq 50\%$  to  $69.9\%$  of points
- Unaccredited  $< 50\%$  of points



# PRELIMINARY Impact

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Percent Total Points Earned	No. of Districts	Percent of Districts	Cumulative Percent of Districts	Number of Students	Percent of Students	Cumulative Percent of Students
90% +	109	20.9%	20.9%	205,339	23.8%	23.8%
80%-89.9%	231	44.3%	65.3%	348,843	40.4%	64.2%
70%-79.9%	124	23.8%	89.2%	157,422	18.2%	82.5%
60%-69.9%	41	7.9%	96.9%	65,225	7.6%	90.0%
50%-59.9%	9	1.7%	98.7%	28,734	3.3%	93.4%
40%-49.9%	3	0.6%	99.2%	9,123	1.1%	94.4%
0%-39.9%	4	.08%	100.0%	47,993	5.6%	100.0%

**Numbers above reflect preliminary impact study applying available 2011 data to 2012 targets.**

**These numbers will change when 2012 data are applied.**



# Transition

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Assessment Data	APR release	Classification	SB 576
2011-2012	4 <sup>th</sup> Cycle MSIP - 2012 APR (summer 2012)	Board Classification for all remaining 4 <sup>th</sup> Cycle districts	
2011-2012	MSIP 5 - 2012 APR (fall 2012)	Draft MSIP 5	
2012-2013	MSIP 5 - 2013 APR (summer 2013)	Year 1 MSIP 5	Year 1 APR
2013-2014	MSIP 5 - 2014 APR (summer 2014)	Year 2 MSIP 5	Year 2 APR
2014-2015	MSIP 5 - 2015 APR (summer 2015)	Year 3 MSIP 5 Board Classification for all districts based on MSIP 5	Year 3 APR



## MSIP 5 Assessment Schedule

Classes of 2013 2014 2015 (4)	English II
	Algebra I
	Biology
	Government

### Cohort Grid

	<b>SY 2012- 2013</b>	<b>SY 2013- 2014</b>	<b>SY 2014- 2015</b>	<b>SY 2015- 2016</b>	<b>SY 2016- 2017</b>	<b>SY 2017- 2018</b>	<b>SY 2018- 2019</b>
<b>GR 12</b>	2013	2014	2015	2016	2017	2018	2019
<b>GR 11</b>	2014	2015	2016	2017	2018	2019	2020
<b>GR 10</b>	2015	2016	2017	2018	2019	2020	2021
<b>GR 09</b>	2016	2017	2018	2019	2020	2021	2022

## MSIP 5 Assessment Schedule

Class of 2016 (8)	English I
	English II
	English EOHS
	Algebra I
	Mathematics EOHS
	Biology
	Government
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	American History

## Cohort Grid

	<b>SY 2012- 2013</b>	<b>SY 2013- 2014</b>	<b>SY 2014- 2015</b>	<b>SY 2015- 2016</b>	<b>SY 2016- 2017</b>	<b>SY 2017- 2018</b>	<b>SY 2018- 2019</b>
<b>GR 12</b>	2013	2014	2015	2016	2017	2018	2019
<b>GR 11</b>	2014	2015	2016	2017	2018	2019	2020
<b>GR 10</b>	2015	2016	2017	2018	2019	2020	2021
<b>GR 09</b>	2016	2017	2018	2019	2020	2021	2022



## MSIP 5 Assessment Schedule

Class of 2017 (9)	English I
	English II
	English EOHS
	Algebra I
	Mathematics EOHS
	<b>Additional Mathematics</b>
	Biology
	Government
	American History

### Cohort Grid

	<b>SY 2012- 2013</b>	<b>SY 2013- 2014</b>	<b>SY 2014- 2015</b>	<b>SY 2015- 2016</b>	<b>SY 2016- 2017</b>	<b>SY 2017- 2018</b>	<b>SY 2018- 2019</b>
<b>GR 12</b>	2013	2014	2015	2016	2017	2018	2019
<b>GR 11</b>	2014	2015	2016	2017	2018	2019	2020
<b>GR 10</b>	2015	2016	2017	2018	2019	2020	2021
<b>GR 09</b>	2016	2017	2018	2019	2020	2021	2022

## MSIP 5 Assessment Schedule

Class of 2018 (11)	English I
	English II
	English EOHS
	Algebra I
	Mathematics EOHS
	Additional Mathematics
	Biology
	<b>Additional Science</b>
	<b>Additional Science</b>
	Government
	American History

### Cohort Grid

	<b>SY 2012- 2013</b>	<b>SY 2013- 2014</b>	<b>SY 2014- 2015</b>	<b>SY 2015- 2016</b>	<b>SY 2016- 2017</b>	<b>SY 2017- 2018</b>	<b>SY 2018- 2019</b>
<b>GR 12</b>	2013	2014	2015	2016	2017	2018	2019
<b>GR 11</b>	2014	2015	2016	2017	2018	2019	2020
<b>GR 10</b>	2015	2016	2017	2018	2019	2020	2021
<b>GR 09</b>	2016	2017	2018	2019	2020	2021	2022

# Next Steps

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- ❑ Public Relations
- ❑ Scoring Guide Meetings (July and Admin Conference)
- ❑ APR release
- ❑ Resource and Process Standards



# THANK YOU!!!

